

# Black History Month



“When I despair, I remember that all through history the ways of truth and love have always won. There have been tyrants, and murderers, and for a time they can seem invincible, but in the end they always fall. Think of it, always.”

-Mahatma Gandhi

## Statement of Purpose:

### Kentucky Curriculum: Academic Expectations, Program of Studies, Core Content

#### SS-H-CS-S-3

Students will explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)

| What do you want students to KNOW?  | What ATTITUDES or HABITS will students develop?  |
|---|--|
| <ul style="list-style-type: none"> <li>• Pre-Civil War abolitionist movement</li> <li>• Reconstruction's impact on African Americans and the development of a sharecropping system in the South</li> <li>• Gains made by early 20<sup>th</sup> century African American Leaders</li> <li>• Course and leadership of the modern Civil Rights Movement</li> <li>• Present day issues, concerns</li> </ul> | <ul style="list-style-type: none"> <li>• Appreciation for the role African Americans have played in America's history.</li> <li>• Respect for the multiculturalism that is the foundation of America.</li> </ul> |
| What do you want students to UNDERSTAND?  | What SKILLS will students develop?   |
| <ul style="list-style-type: none"> <li>• Students will understand that African American history is a vital part of and has shaped the overall history of the United States.</li> <li>• Students will understand that interactions between individuals and groups can assume various forms, both positive and negative, and are influenced by culture.</li> </ul>  | <ul style="list-style-type: none"> <li>• Note-making</li> <li>• Compare/Contrast</li> <li>• Written Explanation</li> </ul>   |

### What ESSENTIAL QUESTIONS will frame the learning?

1. Why were there so many people throughout history willing to put themselves in harm's way to improve life for African Americans?
2. What do you consider the most important gain made by African Americans since the Civil War?
3. What barriers remain for African Americans in the 21<sup>st</sup> century?
4. How can you be a bridge across the divisions that still exist between cultures?

## CULMINATING ASSESSMENT

### Black History Month Open Response

Black History Month is about more than Dr. King and the Civil Rights Movement. There have been influential African Americans in every period of American history.

- Choose **two** of the following time periods and explain the gains made by African Americans during that time.
- For each time period, give one example of a famous African American who was working to better the lives of African Americans and explain what their significant contribution was.
- Which time period do you think had the most positive impact in making African Americans a fully accepted part of American society? Defend your answer.

Time Periods:    Civil War/Reconstruction  
                          Harlem Renaissance  
                          Civil Rights Movement  
                          Modern Day (1980-present)

| Criteria          | Description  |
|-------------------|--|
| Content Mastery   | The student's work demonstrates an understanding of the two time periods selected.<br>The student's work demonstrates an understanding of the important leaders and accomplishments of the two selected time periods.<br>The student's work provides insight into the culture of the time. |
| Critical Thinking | The student is able to use one or more analytical and interpretive strategies, such as compare and contrast, induction, classification, or definition.<br>The student applies the rules of logic and evidence to analyze, interpret, and develop a position.                               |
| Character         | The student demonstrates an appreciation for and understanding of the role of diversity in America and their own communities.<br>The student's work demonstrates sensitivity towards and consideration of other's differences.   |

# Vocabulary

| Vocabulary   |  |
|--|--|
|  | Ask yourself how you will CODE the essential words?  |
| <b>Essential to Know</b> <ul style="list-style-type: none"> <li>❖ Diversity</li> <li>❖ Civil Rights</li> <li>❖ Nonviolent Civil Disobedience</li> <li>❖ Abolition</li> <li>❖ Harlem Renaissance</li> <li>❖ Harriet Tubman</li> <li>❖ Frederick Douglass</li> <li>❖ Martin Luther King, Jr.</li> </ul>  | <b>Connect</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Word Walls</li> <li><input type="checkbox"/> Power Decoding</li> <li><input type="checkbox"/> <u>Word Spiders</u></li> <li><input type="checkbox"/> Associations</li> <li><input type="checkbox"/> See It, Say It, Show It</li> <li><input type="checkbox"/> Glossary</li> <li><input type="checkbox"/> Concept Attainment</li> <li><input type="checkbox"/> Multiple Meanings</li> <li><input type="checkbox"/> Word Catcher</li> <li><input type="checkbox"/> Other _____</li> </ul>  |
| <b>Important to Know</b> <ul style="list-style-type: none"> <li>❖ Underground Railroad</li> <li>❖ Sit-in</li> <li>❖ Sharecropping</li> <li>❖ 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments</li> <li>❖ <i>Brown vs. Board of Ed.</i></li> <li>❖ Freedmen's Bureau</li> <li>❖ Booker T. Washington</li> <li>❖ WEB du Bois</li> <li>❖ Langston Hughes</li> </ul> | <b>Organize</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prioritizing Vocabulary</li> <li><input type="checkbox"/> Key Vocabulary Concept Map</li> <li><input type="checkbox"/> <u>Categorizing</u></li> <li><input type="checkbox"/> <u>Concept Maps</u></li> <li><input type="checkbox"/> Fist List</li> <li><input type="checkbox"/> Word Banks</li> <li><input type="checkbox"/> Group and Label</li> <li><input type="checkbox"/> Three Way Tie</li> <li><input type="checkbox"/> Diagram to Die For</li> <li><input type="checkbox"/> Vocabulary Notebooks</li> <li><input type="checkbox"/> Other _____</li> </ul> |
| <b>Nice to Know</b> <ul style="list-style-type: none"> <li>❖ Reconstruction</li> <li>❖ Ku Klux Klan</li> <li>❖ Blues</li> <li>❖ Jazz</li> <li>❖ George Washington Carver</li> <li>❖ Louis Armstrong</li> <li>❖ Marcus Garvey</li> <li>❖ Montgomery Bus Boycott</li> </ul>  | <b>Deep Process</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Visualizing Vocabulary</li> <li><input type="checkbox"/> Multi-Sensory Processing</li> <li><input type="checkbox"/> Storytelling</li> <li><input type="checkbox"/> <u>Metaphors</u></li> <li><input type="checkbox"/> Defining Characteristics</li> <li><input type="checkbox"/> Etymologies</li> <li><input type="checkbox"/> <u>Cinquains</u></li> <li><input type="checkbox"/> Compare and Contrast</li> <li><input type="checkbox"/> Crazy Connections</li> <li><input type="checkbox"/> Other _____</li> </ul>  |
|  | <b>Exercise and Elaborate</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary Games</li> <li><input type="checkbox"/> Write to Learn</li> <li><input type="checkbox"/> Team Game Tournaments</li> <li><input type="checkbox"/> Vocabulary Carousel</li> <li><input type="checkbox"/> Effective Practice</li> <li><input type="checkbox"/> Three's a Crowd</li> <li><input type="checkbox"/> Peer Practice</li> <li><input type="checkbox"/> <u>Boggle</u></li> <li><input type="checkbox"/> Para-Writing</li> <li><input type="checkbox"/> Other _____</li> </ul>   |

|  |  |   |
|--|--|---|
| <p>Student Accommodations:<br/>Standard US History has 13 students with IEP's/ESL plans/Behavior Modifications</p>   | <p><b>FOYER</b></p> <p>Hook: Think back to a time when you felt excluded. How did it make you feel?<br/>Bridge: Imagine being excluded from every aspect of mainstream society. That's how African Americans were treated for more than two hundred years in this country.</p>   | <p>Accommodations for Std. US History Class: Unit will be implemented by classroom teacher with the assistance of a collaborative teacher. Reading/Scribing supports will be provided, along with modified assignments.</p>   |
| <p><b>WORKROOM</b></p> <p>What will students do to practice?</p> <p>CODE Activities</p> <p>Group work on Phase One of Compare Contrast<br/>Independent work on Phase Two/Four of Compare Contrast<br/>Small group work on Phase Three (Discussion Questions)</p> | <p><b>LIBRARY</b></p> <p>What resources will you use?</p> <ul style="list-style-type: none"> <li>• US History textbook</li> <li>• Junior Literature textbook</li> <li>• blues and jazz recordings</li> <li>• period artwork (art.com)</li> </ul> <p>What strategies or tools will you use to help acquire new learning?<br/>CODE: Word Spiders, Concept Maps, Categorizing, Metaphors, Cinquains, Boggle</p> <p>Compare and Contrast: Before and After the Civil War</p> <p>Questions in Style: Harlem Renaissance</p> <p>Create a Newspaper that could have been printed on a day in the life a famous African American</p> | <p><b>PORCH</b></p> <p>What will students do to look back on the learning?</p> <p>Unit will be taught in four phases (Civil War era, Harlem Renaissance, Civil Rights Movement, Modern Issues)</p> <p>There will be assessments at the end of each era that allow for reflection.</p> |
| <p>Activities will appeal to the four different learning styles.</p>   | <p><b>KITCHEN</b></p> <p>Culminating Assessment: Black History Month ORQ</p> <p>Students have choice in time periods/individuals they chose to write about.</p> <p>Students will work independently</p> <p>Students will be given criteria for ORQ (Novice-Distinguished)</p>  | <p>Activities will include art, music, literature, and creative activities.</p>   |

## Lesson Sequence

Estimated Time Required: 10-12 hours of instruction

| Purpose  | Lesson                               | Tools/Strategy  | Skills   | Product  | Style |    |  |
|--|--------------------------------------|---|--|--|-------|----|--|
| Connect Vocabulary to Prior Knowledge  | CODE: C                              | Word Spiders  | Connecting to prior knowledge, making generalizations                      | Spiders  |       |    |  |
|  |                                      |   |  |  | N     |    |  |
|  |                                      |   |  |  | T     |    |  |
| To illustrate the differences brought about by Reconstruction  | Pre-Civil War and Post-Civil War     | Compare and Contrast Handout<br><br>Resources: US book, chapters 5 and 7  | Reading, Note-making, summarizing, similarities and differences            | C/C ORQ  |       |    |  |
|  |                                      |   |  |  | ST    | SF |  |
|  |                                      |   |  |  | N     |    |  |
|  |                                      |   |  |  | T     |    |  |
| To understand the major developments made by African Americans during the Harlem Renaissance and the impact on the whole US. | Harlem Renaissance                   | Questions in Style<br><br>Resources: Lit book Cullen poems, essay about Harlem by Langston Hughes; US book, chapter 15, section 3, blues and jazz recordings  | Recalling, Reasoning, Applying, Relating Personally                        | Selected Questions                             |       |    |  |
|  |                                      |   |  |  | ST    | SF |  |
|  |                                      |   |  |  | N     | NF |  |
|  |                                      |   |  |  | T     |    |  |
| Organizing Vocabulary, to date   | CODE: O                              | Concept Maps  | Seeing connections between the people and events of different time periods | Concept Maps                                   |       |    |  |
|  |                                      |   |  |  | ST    |    |  |
|  |                                      |   |  |  | N     |    |  |
|  |                                      |   |  |  | T     |    |  |
| Understanding the causes, major events, and leadership of the Civil Rights Movement  | Civil Rights Movement<br><br>CODE: O | Reading Primary Documents: Letter from a Birmingham Jail (US book), "I Have a Dream" (US book)<br><br>Learning from Pictures: US book chapter 24 (sit-ins, bus boycott, etc.)<br><br>Categorizing Activity: Place the protestor/ protest activity/piece of artwork into the time period when it would | Summarizing, Inferring, Citing Evidence, Categorizing                      | Graphic Organizer<br><br>Categories of Protest |       |    |  |
|  |                                      |   |  |  | ST    | SF |  |
|  |                                      |   |  |  | N     | NF |  |
|  |                                      |   |  |  | T     |    |  |

|  |                   |  |   |  |  |    |    |        |    |
|--|-------------------|--|---|--|--|----|----|--------|----|
|  |                   | have most likely occurred  |   |  |  |    |    |        |    |
| Deep-Processing Vocabulary                           | CODE:D            | Metaphors Cinquains  | Deep-Processing   | Metaphors, Cinquains   | <table><tr><td></td><td></td></tr><tr><td>N<br/>T</td><td>NF</td></tr></table>     |    |    | N<br>T | NF |
|  |                   |  |   |  |  |    |    |        |    |
| N<br>T   | NF                |  |   |  |  |    |    |        |    |
| Show contemporary issues affecting African Americans | Modern Issues     | Context Connections using a reading from Maya Angelou “I Know Why the Caged Bird Sings”  | Making connections to real-life, personal feelings, history, and literature | Context Connections Graphic Organizer from page 25 of toolbook | <table><tr><td>ST</td><td>SF</td></tr><tr><td>N<br/>T</td><td>NF</td></tr></table> | ST | SF | N<br>T | NF |
| ST   | SF                |  |   |  |  |    |    |        |    |
| N<br>T   | NF                |  |   |  |  |    |    |        |    |
| Application of Learning                              | Newspaper Project | Students create a half-poster board “newspaper” from a day in the life of a famous African American that includes articles on current events of the time | Writing, making connections to real-world events, applying knowledge        | Newspaper  | <table><tr><td>ST</td><td>SF</td></tr><tr><td>N<br/>T</td><td>NF</td></tr></table> | ST | SF | N<br>T | NF |
| ST   | SF                |  |   |  |  |    |    |        |    |
| N<br>T   | NF                |  |   |  |  |    |    |        |    |
| Exercising Vocabulary                                | CODE:E            | Boggle   | Reviewing people and time periods in preparation for culminating ORQ        | Notes made for review game, bonus points                       | <table><tr><td>ST</td><td>SF</td></tr><tr><td></td><td></td></tr></table>          | ST | SF |        |    |
| ST   | SF                |  |   |  |  |    |    |        |    |
|  |                   |  |   |  |  |    |    |        |    |

**Compare and Contrast**  
**District: Christian**  
**Author: Kim Mroch**

**Level: 11**  
**School: CCHS**

### **Identify Your State Standards**

Students will explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)

**Students will:**

#### **Know**

- Pre-Civil War abolitionist movement
- Reconstruction's impact on African Americans and the development of a sharecropping system in the South

#### **Habits/Attitudes**

- Appreciation for the role African Americans have played in America's history.
- Respect for the multiculturalism that is the foundation of America.

#### **Understand**

- Students will understand that interactions between individuals and groups can assume various forms, both positive and negative, and are influenced by culture.

#### **Skills**

- Compare and Contrast

**Purpose: To compare and contrast the impact that the end of slavery and Reconstruction had on African Americans.**

#### **Source**

**What will you students compare?**

**Pre-Civil War**  
**Post-Civil War**

#### **Criteria Students Will Use**

- ☒ **Organization**
- ☒ **Life**
- ☒ **Rights**



|  |  |
|--|--|
|  |  |
| <b>Select Visual Organizer(s) to Record Data</b><br><input checked="" type="checkbox"/> <b>Three Column Description</b><br><input checked="" type="checkbox"/> <b>Top Hat</b>  |  |
|  |  |
|  |  |
| <b>Develop Leading Questions to Provoke Discussion</b><br><i>Consider Learning Style and Depth of Knowledge</i><br><ol style="list-style-type: none"><li><b>1. How were African Americans better off after the Civil War?</b></li><li><b>2. How were African Americans no better off after the Civil War?</b></li><li><b>3. How could the laws that were passed during Reconstruction have been better utilized?</b></li></ol> |  |
|  |  |
| <b>Design a Synthesis Task</b>   |  |
|  |  |

## **Criteria**

- **Specific examples of life before the Civil War**
- **Specific examples of life after the Civil War**
- **Examples of legislation, groups, and leaders**

# **Black History Month Compare and Contrast**

## **US History**

### **Kim Mroch**

In theory, the lives of African American changed drastically after the Civil War.  
However, the reality of their day-to-day lives remained virtually unchanged.

**Before the Civil War**  
**1700-1865**

**After the Civil War**  
**1865-present**

|  |   |  |
|--|---|--|
|  | <b>Organizations<br/>of African<br/>Americans</b> |  |
|  | <b>Daily Life</b>                                 |  |
|  | <b>Rights, Given<br/>and Denied</b>               |  |

### **Differences**

**Before**

**After**

**Similarities**

### **African American Gains**

- A. What do you see as the greatest gain made by former slaves?**
- B. What aspect of their lives was in greatest need of improvement?**

“Tableau”  
by Countee Cullen

Locked arm in arm they cross the way  
    The black boy and the white,  
The golden splendor of the day,  
    The sable pride of the night

From lowered blinds the dark folk stare,  
    And here the fair folks talk  
Indignant that these two should dare  
    In unison to walk

Oblivious to look and word  
    They pass, and see no wonder  
That lightning brilliant as a sword  
    Should blaze the path of thunder

“Incident”  
by Countee Cullen

Once, riding in old Baltimore,  
    Heart-filled, head-filled with glee,  
I saw a Baltimorean  
    Keep looking straight at me.

Now I was eight and very small,  
    And he was no whit bigger,  
And so I smiled, but he poked out  
    His tongue, and called me “Nigger.”

I saw the whole of Baltimore  
    From May until December;  
Of all the things that happened there  
    That’s all that I remember

Questions in Style  
Harlem Renaissance  
Chapter 15, Section 3

Choose five of the following questions to answer. At least one question must be selected from each box.

|   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Who were three major figures of this time and what was the contribution of each?</li><li>2. Trace the NAACP's actions from 1909 until the late 1930's.</li></ol>                                       | <ol style="list-style-type: none"><li>3. How would you feel if you were a child witnessing a lynching?</li><li>4. What advice would you give someone considering a move to Liberia with Marcus Garvey?</li></ol> |
| <ol style="list-style-type: none"><li>5. How are the themes of McKay, Hughes, and contemporary African American authors alike.</li><li>6. Use evidence to prove that African Americans were exercising political power in the 1920's.</li></ol> | <ol style="list-style-type: none"><li>7. How is jazz like the American population?</li><li>8. Create an icon that Marcus Garvey could have used for UNIA.</li></ol>  |

## Word Spiders

Using the spider legs as clues, determine the time period that they have in common.

Underground Railroad

Abolition

Harriet Tubman

13<sup>th</sup>-15<sup>th</sup> Amendments

Sharecropping

Freedmen's Bureau

Reconstruction

Frederick Douglass

Diversity

Langston Hughes

Booker T. Washington

Blues

WEB du Bois

Jazz

Louis Armstrong

Marcus Garvey

Civil Rights

MLK

Non-violence

Sit-in

*Brown vs. Board*

Bus Boycott

KKK

Diversity

# **BLACK HISTORY MONTH PROJECT**

## **AP US HISTORY**

### **REQUIREMENTS:**

- ♪ Choose a significant African-American leader from any time period in American History.
- ♪ Design the front page of a newspaper from an appropriate day in that person's life.
- ♪ Include a Cover Story about your leader.
- ♪ Include a Current Events story about something that was happening in the US at that time.
- ♪ Include two other articles of your choosing. Examples might include Society, Sports, Culture and Entertainment, etc.
- ♪ Format your half-sheet of posterboard like a newspaper with Title, Date, Headlines, Columns, etc.

**DUE DATE:** February 29, 2008

### **RUBRIC:**

**91-100:** All required elements are present  
Demonstrates knowledge of time period  
Neat and Visually Appealing  
Creative use of space, extra elements beyond required

**81-90:** All required elements present  
Demonstrates knowledge of time period  
Neat and Visually Appealing  
No blank spaces

**71-80:** All major elements present  
Demonstrates only basic understanding of time period  
Minor elements are missing or incomplete  
Blank Space

**70 AND BELOW:** Major elements are missing  
Sloppy work, blank space, incorrect information